



Communities That Care

Training of Process Facilitators

Trainer's Guide

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Important Notice

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Introduction

Goal

The goal of this training is to provide Process Facilitators with the knowledge and skills to help facilitate each phase of the *Communities That Care* system in communities.

Objectives

After completing this training, participants will be able to:

- explain the *Communities That Care* system, the research foundation and the five-phase process to a variety of audiences
- explain the role of the Process Facilitator in helping to implement the *Communities That Care* system
- help communities overcome obstacles and complete the milestones and benchmarks of each phase of the *Communities That Care* process
- demonstrate effective group facilitation skills.

Audience

The participants in the Training of Process Facilitators are the individuals who have been selected to provide support in helping communities achieve the milestones and benchmarks of the *Communities That Care* system. Most participants will have some prevention-science background and will have demonstrated facilitation skills in working with diverse community members and groups. Since the specific role of the Process Facilitator will vary depending on the community, trainers should try to investigate what the roles of the Process Facilitators attending the training will be.

Introduction

Agenda: Day one

Total training time including lunch and breaks is approximately 8 hours.

Welcome and Introductions

**Module 1:
Getting Started**
(30 minutes)

**Module 2:
Overview: The Communities
That Care System**
(120 minutes)

**Module 3:
Initiating the Process**
(70 minutes)

Lunch
(60 minutes)

**Module 3 (continued):
Initiating the Process**
(70 minutes)

**Module 4:
Facilitating through Phase Two**
(90 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Agenda: Day two

Total training time including lunch and breaks is approximately 7 hours.

**Module 5:
Facilitating through Phase Three**
(120 minutes)

**Module 6:
Facilitating through Phases Four and Five**
(90 minutes)

Lunch
(60 minutes)

**Module 6 (continued):
Facilitating through Phases Four and Five**
(90 minutes)

**Module 7:
Next Steps**
(45 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Pre-training preparation

Equipment and materials:

- name tags
- roster of invitees
- copies of any letters or notices sent to invitees
- computer projector/laptop computer or overhead projector/transparencies
- flip chart/easel
- markers
- Post-it notes.

Room setup:

- If the group is large, the room should be set up banquet style with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.
- Provide drinking water at each table and a refreshment table in the back of the room.
- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.
- Place a trainer's table, registration table and resource table in convenient locations.

At least 60 minutes before start time:

- Make sure training equipment, participant materials and registration materials are set up.
- Place an easel sheet at the entrance with the message: "Welcome to the *Communities That Care* Training of Process Facilitators."
- Pre-print one easel sheet with "Parking Lot" as a header and two columns, one column labeled "Questions" and the other column labeled "Issues."

Please remember to complete a Service Report for this training.



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Training of Process Facilitators

Getting Started

**Trainer's Guide
(30 minutes)**

Module 1

Slides for Module 1

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 1-1

Notes

Welcome participants as they enter.

Participant Introductions

Ask each participant to introduce him- or herself and briefly describe why he or she is involved with the training.

Nuts and Bolts

- Explain how the "Parking Lot" will be used to capture any questions or issues that come up during the training but can't be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training and make a plan for addressing any unresolved questions or issues at that time.
- Explain where the restrooms and telephones are located.
- Ask participants to turn off their cell phones and beepers.
- Discuss any additional housekeeping items, such as coffee or other refreshments.

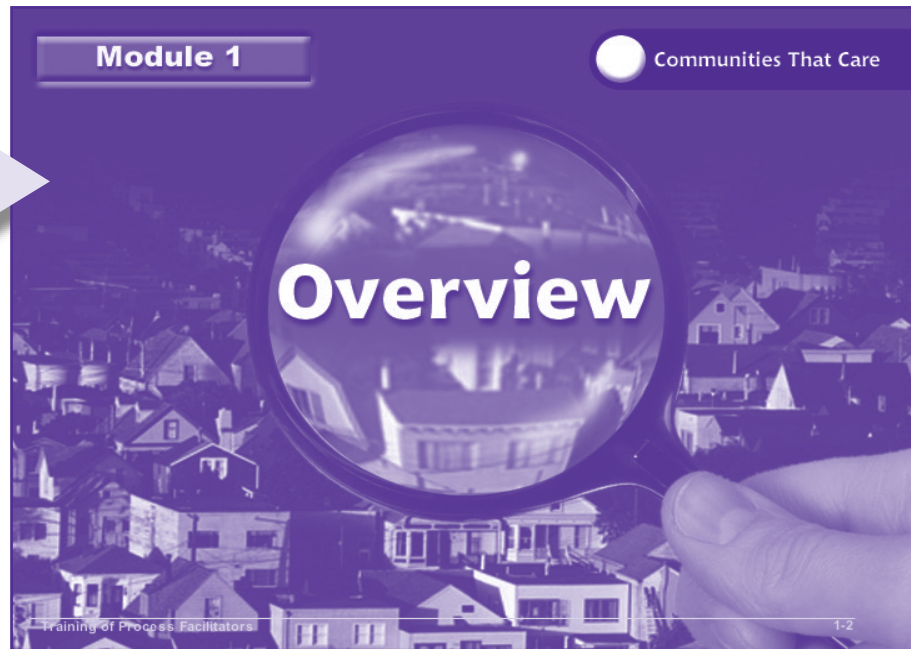
Materials

Ask participants to open their copies of the Participant's Guide. Explain that they have copies of all of the slides you will be using, as well as some worksheets for group activities and planning. The slide pages have a place for them to record notes. The appendices contain additional background information and sources for further reading. Ask if there are any questions about the Participant's Guide.



Slide 1-2

Notes



Mental Set: The Process Facilitator's role

I'd like to start this training with an exercise. Listen carefully to the following words. Even though they may not seem alike, try to think of what they may have in common:

- *communication*
- *negotiation*
- *motivation*
- *mobilization*
- *progression.*

Why do you think I gave you these words? Why do you think these words are important?

Take responses.

These words are important because they describe some of the many responsibilities that you may have as a Communities That Care Process Facilitator.

The role of a Process Facilitator is a diverse one that will be important throughout the Communities That Care process. You will be using a variety of skills in order to motivate people and help the process move forward.

Implementing the Communities That Care system

Communities That Care



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Slide 1-3

Notes

I'm going to give you a brief overview of the Communities That Care prevention-planning system.

The Communities That Care system is a unique community-action model, based on years of research and continuous improvement. It helps communities design, carry out and evaluate a Community Action Plan for prevention that is matched to their specific needs. It provides a way for communities to use their funding and other resources as efficiently as possible, and achieve the most effective possible results.

The Communities That Care system provides a unifying framework to promote the healthy development of young people. It brings together a wide range of people, programs and initiatives to address youth issues in a comprehensive way.

Every community is unique. The Communities That Care system relies on a rigorous assessment of the community's risk and protective factors and resources. This information is used to help identify the community's priorities for prevention, existing community efforts that address youth issues and gaps where prevention efforts are still needed.

The Communities That Care system then helps communities identify the tested, effective programs, policies and practices that can help meet their unique needs.

As a Process Facilitator, you will have an important role in helping this process work in communities. You'll work as a motivator, communicator and organizer, helping to keep the wheels of the process moving forward.

Notes

Mental Set

Now I'd like you to think of a baseball game. There are two outs, the score is tied and it's the ninth inning. The team that's up to bat has just loaded the bases and the pitcher is getting tired. What do you think is going to happen next?

Ask for the answer.

[The coach is going to come out and talk to the pitcher. If the coach sees that the pitcher is too tired to continue, the coach is going to bring in a relief pitcher.]

In baseball, the players are responsible for actually playing the game—even if the coach relieves the pitcher, the team still has to get the final out. But the coach often needs to intervene in order to make changes that will help make it easier for the team to get their work done.

You can imagine yourself as a coach of the team implementing the Communities That Care system.

Like the baseball players, community members will be responsible for completing the work of the Communities That Care system. Like a coach, a Process Facilitator may need to come into the process in order to help the community move the Communities That Care effort forward.

Training of Process Facilitators goal

The goal of this training is to provide Process Facilitators with the knowledge and skills to help facilitate each phase of the *Communities That Care* system in communities.

Training of Process Facilitators

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Slide 1-4

Notes

Review the goal of the training.



Slide 1-5

Notes

Objectives

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Participants will be able to:

- explain the *Communities That Care* system, the research foundation and the five-phase process to a variety of audiences
- explain the role of the Process Facilitator in helping to implement the *Communities That Care* system
- help communities overcome obstacles and complete the milestones and benchmarks of each phase of the *Communities That Care* process
- demonstrate effective group facilitation skills.



Training of Process Facilitators

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Review the objectives.

Training of Process Facilitators: Day One

Communities That Care

Module 1 Getting Started

Module 2 Overview:
The *Communities That Care* System

Module 3 Initiating the Process

Module 4 Facilitating through Phase Two

Training of Process Facilitators

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Slide 1-6

Notes

We'll begin this training event by reviewing the Communities That Care system and how it provides a framework for helping communities build positive, healthy futures for their youth. We'll then move on to discuss the Process Facilitator's role in helping with the implementation of the Communities That Care system.

Here's an overview of the modules we plan to cover for each training day, starting with day one:

- Here, in Module 1, I'll give you an overview of this training.
- In Module 2, you'll get an overview of the research foundation and the Communities That Care system.
- In Module 3, you'll learn about the role of a Process Facilitator and how this role differs from the roles of a Communities That Care trainer and Coordinator. You'll then learn about addressing some Phase One milestone and benchmark issues.
- In Module 4, we'll discuss milestone and benchmark issues for Phase Two.



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Notes

Training of Process Facilitators: Day Two

Communities That Care

Module 5 Facilitating through Phase Three

Module 6 Facilitating through Phases Four and Five

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On the second day of this training, we'll finish our discussion on the Five Phases of the Communities That Care system and the role the Process Facilitator will play as this process moves forward.

- *In Module 5, we'll discuss the Phase Three milestones and benchmarks, and focus on understanding the Communities That Care Youth Survey.*
- *In Module 6, we'll discuss the milestones and benchmarks for Phase Four and Phase Five and some of the common obstacles a community may need your assistance with during this work.*
- *And in Module 7, we'll identify some of the next steps you'll be taking to begin helping facilitate the Communities That Care process in the communities you'll be working with.*

Ground rules

Everyone gets a chance to speak.

Everyone listens when someone has the floor. (No side conversations.)

One person talks at a time and doesn't get interrupted.

Respect others' perspectives and ideas. (No put-downs.)

Start and end on time.

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Communities That Care



Slide 1-8

Notes

Review the ground rules.

Let participants know that in the next module, they will get an overview of the *Communities That Care* system, what makes it unique and how it helps communities build positive, healthy futures for their youth.

Notes